

Master of Science (Speech & Language Pathology) Courses

Course Overview

20 compulsory courses are taught across four semesters. Four of the courses involve supervised clinical placements with continuous assessment for about six weeks (April/May and October/November) after the written examinations.

The table below shows the courses organized around clinical range indicators (RIs) and relevant themes. Columns show progression of learning within domains, culminating in integration across domains by Semester 4. All courses are **compulsory** for qualification to entry-level standards required of Speech and Language Therapists in Singapore.

Clinical RIs/ Themes:	A&P and Swallowing Voice & Fluency	Speech and Language (Child)	Speech and Language (Adult)	Research	Clinical Placements
Year 1, Semester 1	SLP5101R Anatomy & Physiology for SLP	SLP5102R Speech and Language Development in Children	SLP5119 Linguistic Foundations and Adult Communication	SLP5104R Research Methods and Evidence Based Practice	SLP5103R Professional Practice 1
Year 1, Semester 2	SLP5108R Dysphagia Management Across the Lifespan	SLP5105R Management of Child Communication Disorders 1	SLP5106R Management of Adult Communication Disorders 1	SLP5120 Applied Research Methods and Statistical Analysis	SLP5109R Professional Practice 2
Year 2, Semester 3	SLP5107R Voice and Fluency Disorders	SLP5110R Management of Child Communication Disorders 2	SLP5111R Management of Adult Communication Disorders 2	SLP5112R Research Project 1	SLP5113R Professional Practice 3
Year 2, Semester 4 (Cross-domain courses for Clinical RIs)	SLP5117R Professionalism and Ethical Decision-making	SLP5114R Complex Paediatric Communication and Swallowing	SLP5115R Complex Adult Communication and Swallowing	SLP5116R Research Project 2	SLP5118R Professional Practice 4

Total: 20 courses (= 88 units)

Year 1, Semester 1

Course Code/Title	SLP5101R: Anatomy & Physiology for SLP
Units	4
Descriptions	This course provides students with an understanding of the foundational aspects of anatomy and physiology pertinent to SLP. Key areas covered will include respiration, phonation, articulation, resonance, and swallowing, alongside essential neuroanatomy such as cranial nerves, brain function, and neural pathways. Students will develop the skills to analyze functional breakdowns within these systems and formulate hypotheses regarding potential mechanisms of dysfunction. Emphasis will be placed on applying anatomical and physiological knowledge to conduct basic assessments of swallowing and oral motor examination (OME). Additionally, students will learn to analyze assessment data to differentiate between normal and abnormal function, developing their diagnostic and analytical skills in SLP.
Course Code/Title	SLP5102R: Speech and Language Development in Children
Units	4
Descriptions	This course provides an overview of speech and language development in both monolingual and bilingual children. Through the use of Problem Based Learning (PBL) cases, the course emphasizes the analysis of cognitive, social, medical, and other factors affecting development. Students will apply functional models of language representation to examine individual differences in language and cognitive development, and to consider the influence of home language(s) in the context of local linguistic diversity on language and literacy acquisition. They will learn to administer relevant formal and informal assessments to distinguish between typical and atypical speech and language developmental patterns. The course also examines common characteristics of language disorders, including Developmental Language Disorder, and their impact on daily functioning and participation.
Course Code/Title	SLP5119: Linguistic Foundations and Adult Communication
Units	4
Descriptions	This course explores typical and atypical adult speech, language, and cognitive-communication patterns across the lifespan, including changes stemming from normal aging, neurological disorders, and traumatic brain injury. Students will learn linguistic frameworks for analysing components of communication, including phonetic, acoustic, and grammatical aspects. They will also apply functional models of language representation to examine orthology-phonology relationships for local languages and English. Additionally, students will learn to conduct formal assessments of language and cognitive abilities to classify communication difficulties such as aphasia, dysarthria, and cognitive-communication disorders. PBL case discussions, seminars and workshops will support the integration of knowledge across domains for developing management plans in low-complexity cases.
Course Code/Title	SLP5104R: Research Methods and Evidence Based Practice
Units	4
Descriptions	This course provides a comprehensive overview of research methods and evidence-based practice (EBP) in speech-language pathology. Students will gain exposure to various research designs that provide the hierarchy of research evidence underpinning clinical practice (e.g., systematic reviews, RCTs, cohort studies) and understand potential sources of biases. The course emphasizes appraising and critiquing scientific research papers using structured approaches, such as CASP checklists. Key topics include the principles of EBP, basic statistical concepts (e.g., normal distribution, psychometrics), and their applications for clinical practice (e.g., assessment norms). Reference will be made to PBL cases in co-requisite courses to facilitate integration of theoretical models and clinical practice.

Course Code/Title	SLP5103R: Professional Practice 1
Units	4
Descriptions	This course introduces students to professional practice in speech pathology, focusing on adult or paediatric clients with communication and/or swallowing impairments. Under the supervision of experienced clinicians, students will have the opportunity to interact with clients and conduct hands-on assessments, recommend goals and areas of intervention for a limited set of disorders. Placement options include acute hospitals, community hospitals, nursing and disability homes, day rehabilitation centres, private clinics, special schools, early intervention centres, therapy hubs, and others. Students will be encouraged to reflect on their clinical experience and learning journey. The course aims to foster the development of assessment skills at a novice to intermediate level for low complexity cases.

Year 1, Semester 2

Course Code/Title	SLP5108R: Dysphagia Management Across the Lifespan
Units	4
Descriptions	Building on SLP5101R, this course deepens skills in swallowing assessment and intervention, focusing on the mechanisms underlying common medical conditions associated with dysphagia. The course will review the epidemiology of various swallowing disorders. Students will generate hypotheses on dysphagia-related conditions and analyze assessment data to determine interventions. The course covers bedside (subjective) vs. instrumental (objective) evaluations and step-up/step-down approaches. Students will learn to teach and conduct swallowing interventions effectively. Through PBL case discussions, they will develop comprehensive, evidence-based intervention plans for moderately complex cases. Emphasis is placed on integrating clinical findings with best practices. The course further explores multidisciplinary case management and informational counseling to enhance patient care.
Course Code/Title	SLP5105R: Management of Child Communication Disorders 1
Units	4
Descriptions	This course extends the focus on assessing and managing speech and language disorders in children. The nature and epidemiology of a range of developmental problems involving language, perception, attention, memory, and structural abnormalities will be reviewed. Psycholinguistic models of speech/language processing and established classifications will be applied to analyze disorders differentially, while the WHO-ICF Framework will guide evaluations of their impact. Language testing will be discussed in the context of local linguistic diversity, including the influence of Singapore Colloquial English, and bilingualism. PBL tutorials and workshops will further enhance clinical reasoning and practical skills, emphasising holistic case management, setting SMART goals, critically appraising research to inform evidence-based treatments, and incorporating information counselling to support effective intervention.
Course Code/Title	SLP5106R: Management of Adult Communication Disorders 1
Units	4
Descriptions	Building on foundations introduced in SLP5119, this course emphasizes evaluating and synthesizing assessment results for differential diagnoses of acquired speech and language impairments in adults, summarizing intervention approaches, and applying the ICF framework for management plans. The administration and interpretation of oral and written language tests will be discussed in the context of local linguistic diversity and the importance of memory and attention. Students will develop clinical

	reasoning skills for setting SMART goals, assessing intervention efficacy, executing targeted interventions (including potential uses of AAC), and providing basic information counselling for adults. PBL tutorials and workshops will support the integration of knowledge across domains for developing management plans in low-moderate complexity cases.
Course Code/Title	SLP5120: Applied Research Methods and Statistical Analysis
Units	4
Descriptions	This course focuses on applying research methods and statistical analyses. Students will demonstrate critical problem-solving skills by integrating knowledge gained in SLP5104R to formulate hypotheses and analyse data using appropriate parametric (e.g., ANOVA, t-tests, correlations) and non-parametric tests. Problems may involve different clinical range indicators in adult and paediatric settings, and leverage the use of artificial intelligence (AI) to generate innovative ideas and solutions to enhance decision-making and patient care. The course deepens students' understanding of statistical analyses, basic psychometrics, and appraisal of SLP assessment tools. Further, students will discuss ethical research principles, understand the role of the Institutional Review Board (IRB), and complete CITI certification for conducting research.
Course Code/Title	SLP5109R: Professional Practice 2
Units	6
Descriptions	This course provides professional practice experience related to the theoretical foundations of impaired functioning covered in SLP5105R, SLP5106R, and SLP5108R. Students will undertake an intensive block (5-6 weeks) of direct clinical experience in a hospital or a community setting, under the close supervision of an experienced speech and language pathologist. The focus of this second placement is on the gradual development of the clinical skills required for assessment, diagnosis, and simple management of adult and/or paediatric clients with communication and/or swallowing impairments, building to an intermediate level of competency in assessment and intervention for low complexity cases.

Year 2, Semester 3

Course Code/Title	SLP5107R: Voice and Fluency Disorders
Units	4
Descriptions	This course reviews voice and fluency disorders in children and adults. Students will explore phonation mechanisms, the power-source-filter model, and common dysphonia etiologies, applying this knowledge to formal, informal, and instrumental assessments. They will analyze data for accurate diagnoses and use Van Stan's taxonomy for direct and indirect voice treatments. Proficiency in auditory-perceptual analysis will be developed. The course also examines neurological, social, and psychological aspects of fluency disorders, distinguishing dysfluencies and evaluating treatment approaches like smooth speech techniques and the Lidcombe Program. Through PBL cases and workshops, students will design comprehensive assessment and intervention plans, incorporating outcome measurement for voice and fluency disorders.
Course Code/Title	SLP5110R: Management of Child Communication Disorders 2
Units	4
Descriptions	This advanced course delves into the impact of co-morbid congenital, neurodevelopmental, and other conditions (e.g., hearing loss, autism) on communication from early childhood through school-age years. Emphasis will be placed on the development of social communication skills, oral language and literacy. Students will learn to set client-centred treatment goals by reviewing developmental, functional, and contextual factors. They will apply treatment principles for managing communication and literacy

	problems, as well as behavioural issues. Methods of augmentative and alternative communication (AAC) will be introduced. In PBL cases and workshops, students will integrate their knowledge to design management plans and outcome measures, and demonstrate practical skills in therapy and informational counselling.
Course Code/Title	SLP5111R: Management of Adult Communication Disorders 2
Units	4
Descriptions	This course explores advanced techniques for assessing and managing complex language and cognitive-communication disorders in adults. The nature and impact of progressive neurodegenerative disorders (e.g., dementia, Parkinson's Disease) will be discussed. The major areas covered include the types of treatment available, application of intervention strategies, goal setting in therapy, and service delivery models. Students will diagnose disorders by synthesizing assessment results, design ICF-based management plans, and apply behavioural strategies. The course covers setting SMART goals, using outcome measures to assess efficacy, executing targeted interventions, and managing behavioural issues. In PBL cases and workshops, students will integrate their knowledge to design management plans and outcome measures, and demonstrate practical skills in therapy and informational counselling.
Course Code/Title	SLP5112R: Research Project 1
Units	4
Descriptions	This course introduces the research process as a systematic and coherent multi-step approach aimed at advancing or creating new knowledge in speech and language pathology. Students will learn about the components making up a scientific report. They will also gain practical experience in conducting literature searches on a chosen topic, emphasizing appraising current research on its relevance and quality, as well as integrate this knowledge to formulate hypotheses. Students will complete a written proposal on a project based either on primary data or on secondary data relevant to evidence-based practice in SLP. They will have the opportunity for data collection and analyses within supervised research projects, in preparation for writing an APA-style report in semester 4.
Course Code/Title	SLP5113R: Professional Practice 3
Units	6
Descriptions	This course provides professional practice experience related to the theoretical foundations of intervention and management covered in SLP5110R/SLP5111R and previous courses. Students will undertake an intensive block (6 weeks) of direct clinical experience in a hospital or a community setting, under the supervision of an experienced speech and language pathologist. The focus of this third placement will be on the continued development of clinical skills in planning and carrying out intervention with adult and/or paediatric clients with communication and/or swallowing impairment. Students will progress to entry-level management of at least 2 low-complexity cases by the end of placement.

Year 2, Semester 4

Course Code/Title	SLP5114R: Complex Paediatric Communication and Swallowing
Units	4
Descriptions	This course requires students to integrate and extend knowledge from previous courses across multiple domains, fostering a holistic and critical evaluation of speech, language, swallowing, fluency, and/or voice problems in children with complex needs, including written language and behavioural concerns. Students will synthesize and apply theory and practical skills to design assessment plans, select priority goals, and implement holistic treatments, enhancing their clinical reasoning skills for

	managing real-world cases. The course also covers various AAC options and service delivery models. PBL cases and workshops will enhance students' learning on the effective application of treatment principles and the development of practical skills for therapeutic management of complex cases.
Course Code/Title	SLP5115R: Complex Adult Communication and Swallowing
Units	4
Descriptions	This course requires students to integrate and extend knowledge from previous courses across multiple domains, fostering a holistic and critical evaluation of speech, language, swallowing, fluency, and/or voice problems in adults with complex conditions. Students will identify, analyze, and evaluate disorders in adults with intricate profiles, including multiple co-occurring communication issues. Students will apply theory and practical skills to design assessment plans, select priority goals, and implement holistic treatments, enhancing their clinical reasoning skills for managing real-world cases. The course also covers various AAC options and service delivery models. PBL cases and workshops will enhance students' learning on the effective application of treatment principles and the development of practical skills for therapeutic management of complex cases.
Course Code/Title	SLP5116R: Research Project 2
Units	6
Descriptions	This course helps students prepare a final APA-style draft of the main research project report that is submitted in Semester 4. Continuing the research project from SLP5112R, students will develop skills in synthesizing literature with the collected data to draw meaningful conclusions. The course requires creating research outputs such as a scientific poster and a written report, to effectively communicate findings to researchers, practitioners, and policymakers in the industry. Emphasis is placed on fostering critical thinking skills to support life-long learning and continuous improvement in research practice.
Course Code/Title	SLP5117R: Professionalism and Ethical Decision-making
Units	4
Descriptions	This course prepares students for professional practice issues beyond single case clinical work. It will include discussion of caseload and resource management, waiting lists and consumer issues; client-centred and/or family-centred practice; importance of support, post-qualification mentorship, and continuing professional development; avoiding burn-out; working with groups of clients and organisations; working with other professions; cultural differences and expectations; working through interpreters; advanced ethical and legal principles, pertinent regulatory and ethical standards, and ethical decision frameworks for professional practice; promoting the profession through evidence-based practice and outcome research. Additionally, the course will include seminars on advanced topics relevant to industry needs, e.g., emerging trends, practice populations, etc.
Course Code/Title	SLP5118R: Professional Practice 4
Units	6
Descriptions	This course provides professional practice experience related to the theoretical foundations of intervention and management covered in previous courses. Students will undertake an intensive block (6 weeks) of direct clinical experience in a hospital or community setting, under the supervision of an experienced speech-language pathologist. The focus of this final placement is on the continued development of clinical skills in assessment and analysis, planning and carrying out intervention with adult and/or paediatric clients with communication and/or swallowing impairments. Students will progress to entry-level management of most of their caseload for low complexity cases by end of placement.